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ABSTRACT

The Sports Institute for Research through Change Agent Research (SIR/CAR) assists organizations to identify: (1) ultimate goals; (2) the conflicts or obstacles that prevent an organization from reaching its goals; (3) the important tasks of the organization; (4) the individuals and groups that make the organization unique; (5) the influence of the press, radio, and television on the performance of the organization; and (6) the possibility of developing management techniques for short term, intermediate, and long term change; in short, how to restructure the total organization. Organizational change according to the SIR/CAR model results from three phases. Phase I involves viewing audiovisual material, interviewing participants of the organization, and distributing written opinionnaires to organization members. Phase II is a series of group discussions resulting in recommendations for organizational improvement. Phase III--organizational re-analysis--repeats the activities in Phase I. These phases encourage the determination of organizational objectives, examination of these objectives, and action to change or continue in accordance with the objectives. (Sample opinionnaires comprise the appendices.) (MM)

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CHANGE IN YOUR MINOR SPORT ORGANIZATION:

HOW TO DO IT!

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SP010 473

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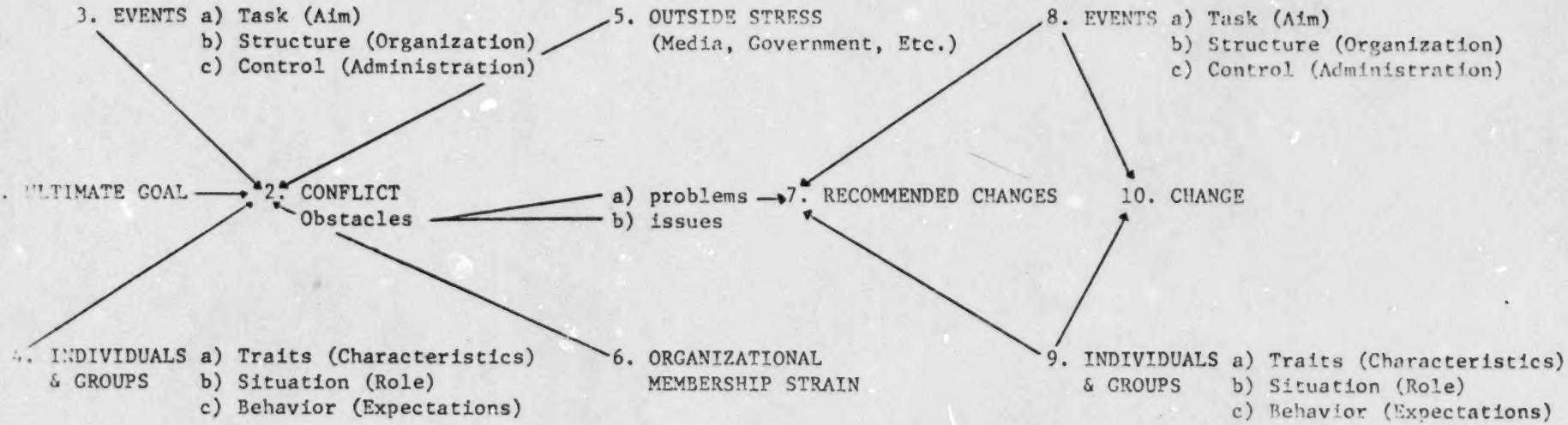
Introduction

One of the popular past-times of society has been criticizing those who are involved in the organization and administration of amateur sport/ athletic organizations. Parents, coaches, officials, sponsors and spectators have collectively attempted in the past to create a minor sports organization for the benefit of Canadian youth through organizations such as Little League baseball, age class or school class swimming and minor hockey. In general, the people who have voluntarily given their time and effort to minor sport are hindered in their attempt to change an organization by an inability to effectively change the organization and the administration of their organization. This brochure will outline one method you can use to bring about change in voluntary organizations in a democratic manner.

In order for amateur sport to truly devote itself to the players/competitors and the coaches, organizations presently in existence should examine their goals and their outcomes such as the production of a young hockey player on the basis that their primary concern is for the development of the child and not for the development of a complex organizational structure such as you find in professional sprot. The Sports Institute for Research (SIR) has found through numerous studies that most of the problems plaguing amateur sport arise not at the technical skills level of the players or coaches, but rather in the faulty organizational structure of your sport.

The SIR/CAR model will assist your organization in identifying its ultimate goal, the conflict or obstacles that prevent an organization from reaching its goal, the important tasks of your organization, the individuals and groups that make your sport organization unique, the influence of the press, radio and television on the performance of the organization, the possibility of developing management techniques for short term, intermediate and long term change; in other words, how you can restructure the total organization.

SPORTS INSTITUTE FOR RESEARCH MODEL



(INSERT SIR/CAR MODEL HERE)

How to Change

In order for an organization to change, then, it is necessary for that organization to go through an organizational analysis which has three steps: Phase I - Seeing by means of 35 mm slides, super 8 movies, videotaped material; Asking - interviewing people who participate in the organization; and finally sending a Written opinionnaire to most of the administrators, the coaches, players/competitors and the parents. After this information has all been gathered together, it is communicated to organizational members at an open meeting.

Phase II is embarked upon. This phase is primarily a series of group meetings to discuss in depth the information that has been gathered through Phase I and brainstorm an alternative. Hopefully, a series of recommendations related to improving the organization will result from the groups' discussions. In so doing, all participants in Phase II then become what is called a 'change agent' which simply means that once they have been involved in the creation of these improvements they then will be able to implement the changes and adjust to future challenges for change.

Phase III is referred to as an organizational re-analysis -- the members of your organization repeat the Phase I operation by allowing a re-monitoring of the organization using exactly the same methods. Thus, as an organization, you would go back and repeat the taking of 35 mm pictures, television, super 8 mm film, setting up an audio interview system to ask the questions that need to be re-asked and finally putting together an opinionnaire which would be then distributed to all additional members of the organization.

Although this is a very simple operation, it is recommended that the sport clubs enlist the assistance of their local community college or university. What is most important is to first determine the objectives of the organization then proceed to examine those objectives by asking the various levels in your organization whether they agree or disagree as to how they should or should not be changed.

How to Conduct Change Agent Research

In the previous section, we have briefly introduced you to the SIR/CAR Model and the questions that can be raised as a result of that model. This section will allow you in a very simple manner to begin to analyze the organizational goals of your own minor sport body and to hopefully adjust the direction of your minor organization so the desired goals and actual behaviour agree. The first task that you must attempt to accomplish is to determine the aim(s) or objective(s) of your organization. In order to accomplish this task the following procedures are briefly outlined in order for you to begin to put into action the change process.

1. Interviewing Procedure

The Semi-Directed Focused Interview (see Appendix A and B for sample procedures) requires that you establish a set of questions related to your organization and then to interview members of that organization such as the coaches, parents, players/competitors, etc., without that organization. It is very important that you train these interviewers to ask only the prepared questions (which are based on previous studies). The next step is to assign the interviewees to the people that are conducting the interviews. Choose a quiet secluded spot to conduct the interview, if possible.

Once all the interviews are completed, it is necessary to analyze the content of each interview tape to select "typical or classical comments"

and then proceed to make up your opinionnaire. Once all questions have been generated, you are now in a position to put together the complete opinionnaire. Keep it short and simple! Set up a procedure to have the opinionnaires distributed, completed and collected and then have your school system compute the results. For an example of an opinionnaire that has been generated as a result of the interview process, see Appendix E.

2. Audio-Visual Procedure

Simultaneously, you can use a portable television, slides, films and audio tapes to record behaviour in your organization. It is simply a matter of acquiring enough video-tape equipment (a portable unit is best) and then randomly "shoot", throughout the course of an event, the spectators, players/competitors and coaches. You can also use the same procedure with super 8 movie and 35 mm cameras. Be sure the people taking pictures and video-tape are well trained in the use of the equipment and avoid head hunting or picking out 'all the good" or "all the bad" events to prove their point! Following this process, it will be necessary to assemble a group of people to edit the audio visual material for presentation to your organization in Phase II.

Here are some points to remember when taking audio visual material:

1. Be aware of the ideal positioning for all of your audio visual equipment.
2. Use trained technicians who will focus their attention on the entire event and sample events realistically.
3. Minimize the amount of film and recording tape you requi[illegible] (and of course this will reduce your costs).
4. Use competent personnel people who are familiar with 35 mm and 8 mm cameras.

5. Gather together a group of people to put together the final audio visual presentation.

3. Personal Observation

Personal observation, which is conducted at the same time as the interviewing and opinionnaire, completes the SIR/CAR process. You should select people who have a genuine interest in participating and hopefully would act on a purely voluntary basis. But it is also necessary to have a large group of people in order that you are able to personally observe the parents and spectators as well as the players/competitors throughout the course of the event. It will be necessary to use a sample of slides in the training session in order to get agreement as to what constitutes a smiling face ( ), an indifferent face ( ), a frowning face ( ). (See Appendix C for an example of Faces Observation Instrument). It is also necessary to follow the same training procedure in terms of trying to come to agreement as to how the spectators are reacting in relation to the coaches, other spectators and participants. (See Appendix D for an example of Aggression Observation Instrument). Once you have trained your group of observers, secure the appropriate instrument for your sport from the Sports Institute for Research, University of Windsor, or develop your own adaptation of samples contained in the Appendix. Special attention should be directed toward the time sequence that each observer should follow in terms of recording the aggressive acts of the various groups.

A. Observers of Players/Competitors

The process is simply to record the number of each face (smiling, frowning, indifferent) observed at the specific times on the designated form. At the end of the observation period simply total the number of observations for each category. It is necessary to alternate the observation of boys

and girls if the sport event is co-educational. (See Appendix C)

B. Observers of Spectators, Coaches and Players/Competitors

It is necessary to assign members of the observation team to look at the coach versus the fans, the fans versus the swimmers, and the swimmers versus the coaches in order to get feedback as to the nature of the interaction that is taking place at the event. Following the completion of the sport event, one person should collect all of the data sheets and tabulate the responses for each category that was observed, such as the swimmer versus the coach, the parent versus the swimmer, etc. The actual totals may be used in comparing coach to coach, or two equal size groups whether they are swimmers or spectators. In order to compare unequal size groups, such as swimmers to spectators, it is necessary to calculate the percentage for each group and then compare the results. This then completes the Phase I organizational analysis. (See Appendix D)

The participative clinics and feedback of the compiled information from Phase I constitutes the second part of the SIR/CAR process. This phase involves the development of a series of specific clinics related to the unique problems of your sport organization and to formulate a plan of action for change within the organization. The use of small groups to discuss specific topics which arise from Phase I will allow all members of the organization to participate in the generation of suggestions for change. These recommendations should be sent to the executive of the organization for consideration and possible implementation. Following the implementation of these recommendations, a re-analysis of the organization is desirable.

This then is the change agent process which we feel will assist your minor sport organization in becoming a better organization to serve the young people of Canada. In conclusion, the reader of this booklet is

encouraged to write to the Sports Institute for Research at the University of Windsor in Windsor, Ontario N9B 3P4 for any assistance that might be necessary in implementing the contents of this brochure.

Project: Competition Concern

WHAT DO WE DO NOW!!

The person being interviewed is an ☐ executive, ☐ coach, ☐ official (referees, etc.) ☐ parent, ☐ sponsor ☐ player.

Please indicate your preference by checking (✓) one (1) choice only from either Column A or Column B for each of the items in Row #1 - 13. The choices are based on interviews with executives, coaches, officials and parents.

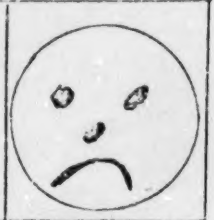
		Column A	Column B
1.	ultimate goal	☐ win and/or excel or	☐ participate and play
2.	aim (long-range)	☐ generalization-child's overall development	☐ specialization-child's skills development
3.	objective (immediate)	☐ work, to win aggression	☐ partake for fun, relaxation
4.	rewards	☐ playing is its own reward, no banquet and trophies	☐ achievement should be rewarded, banquets and trophies
5.	commitment of time (practice and games per week)	☐ 5 hours or less	☐ 6 hours or more
6.	emphasis in player selection	☐ play the best most often	☐ play everyone equally
7.	rules-application	☐ letter of law (gamesmanship)	☐ spirit of rules (sportsmanship)
8.	scheduling emphasis	☐ local and league competition	☐ region and state competition
9.	evaluation of league success	☐ by standings and competitors' calibre	☐ on player improvement & numbers participating
10.	decision-making level	☐ state/province or national	☐ local league
11.	growth rate of child	☐ control and rapid development	☐ coordination and natural evolution
12.	cliches	☐ It doesn't matter if you win or lose, but how you play the game.	☐ No excuse is adequate for losing. No cost is too high for winning.
13.	philosophy	☐ A game worth playing is worth playing well.	☐ Any game worth playing is worth playing even if poorly.

Additional Comments: (Please use other side if necessary)

AGGRESSION OBSERVATION INSTRUMENT

	Swimmer to Swimmer	Swimmer to Official	Swimmer to Coach	Swimmer to Fans	Swimmer to Self	Coach to Swimmers	Coach to Coach	Coach to Fans	Fans to Coach	Fan to Coach	Fan to Swimmer	Fan to Opposing Swimmer	Fan to Own Fans	Fan to Opposing Fans	Totals
Warm Up															
Warm Up Totals															
1. Event When On Blocks															
2. When Swimmer Enters Water															
3. When Swimmer Touches The End															
4. When All Swimmers Have Touched End															
Event Totals															
Post Meet															
Post Meet Totals															

FACES OBSERVATION INSTRUMENT

Date:		Place in Race:	
Time:		Event #:	
Team: or Fans:		Heat #: No. Observed: Your Name:	
Record at the following times S = swimmer = others			
Warm Up 0 min.			
+15 min.			
+30 min.			
+45 min.			
Sub-Totals			
Event			
1. When on starting blocks			
2. When swimmer enters the water			
3. When swimmer touches the end			
4. When all swimmers have touched the end			

APPENDIX B

Semi-Directed Focused Interview--Non-Players

List the following below in pencil on the cassette label before the interview.

Name of Interviewer_____

Name of Interviewee_____

Position_____

Date_____ Place_____

Focus of Interview (Organization)_____

Note:_____ = (name of organization)

Initial Statement: The University of Windsor and_____ are working cooperatively to make_____ more effective and efficient.

Reinforcement Statement: You are one of those closest to_____ and therefore I appreciate an opportunity to interview you and record your observations and feelings.

Elicit response on Items #1 -

1. Could you please identify the ultimate goal (mission) (1) you see in _____.

2. Could you comment on conflict (obstacles) (2) which prevent achievement of this goal.

Events

3. Could you identify significant events (3) you see in_____ such as (3-a) task (or aims) for this year.

4. Could you comment on (3-b) structure (or organization).

5. Could you comment on (3-c) control (or administration).

Individuals and Groups

6. Could you please identify significant (4) individuals or groups you see in _____.

7. Could you comment on (4-a) their traits (or characteristics).

8. Could you comment on (4-b) their situation (or roles).

9. Could you comment on (4-c) their behavior (or expectations).

External to Focus - Supra

10. Could you comment on (5) social stresses on _____ from outside the organization.

External to Focus - Intra

11. Could you comment on (6) constituent strain on_____ from within the organization.

12. Could you comment on (7) recommended changes (or alternate management techniques) you would like to see in_____.

13. How do you feel about criticism of_____ (name appropriate one) a) executives
b) coaches
c) officials
d) parents
e) players
f) sponsors

APPENDIX A

SEMI DIRECTED FOCUSED INTERVIEW FOR PLAYERS

Introduction

My name is _____. What is your first name?
first name only

This isn't a test. There are no right or wrong answers. I just want you to answer my questions so I know what you think of _____.
(fill in name of organization)

1. Can you tell me about some of the problems there is in your _____ _____? (CONFLICT)

Events

2a) Can you tell me who runs the _____? (CONTROL)
b) How does the/they person(s) do it? (STRUCTURE) Do(es) the person/they have help?
c) Do you know why these people do this?

Groups and Individuals

3a) Can you tell who the important people in your _____ are?
Can you describe them? (TRAITS)
Why are they important? (ROLE). What do they do that makes them important?
How do they behave?

Constituent Strain

4. Are there any complaints from people who are part of your _____?

Social Stress

5. Do you know of any complaints from people who aren't part of your _____ ?

6. Is there any change you would like to see in _____? (CHANGE)

7. Some people say _____ is bad for growing boys/girls.
What do you say?
Some people say that winning is more important than having fun.
What do you say about this?

8. We have been talking about you playing _____ and all the other people who help you play. Can you tell me why everybody does this? (ULTIMATE GOAL)

9. Revert to any questions unanswered or skipped over above.

10. Add any pertinent questions.